Table 30a. Standard errors on work-related training activities of doctoral scientists and engineers, by field of doctorate: 1999

September 2002

Training areas and reasons for taking training	Field of doctorate							
	All fields	Computer and mathematical sciences	Biological and agricultural sciences	Health sciences	Physical and related sciences	Social sciences	Psychology	Engineering
Total (number)	732.2	242.3	390.5	110.7	341.3	440.6	209.1	323.6
				Percent				
Taken work-related training	0.3	1.2	0.6	1.4	0.7	0.8	0.7	0.7
No work-related training	0.3	1.2	0.6	1.4	0.7	0.8	0.7	0.7
Total taking training (number)	1,872.6	463.9	1,014.5	317.5	858.3	713.6	655.5	734.7
				Percent				
Type of training:								
Management/supervisor training	0.3	1.5	0.8	1.6	0.9	1.1	0.7	0.9
Training in occupational field	0.3	1.5	0.6	1.2	0.8	1.0	0.5	0.8
General professional training	0.4	1.4	0.6	1.5	0.8	1.1	0.6	0.9
Other work-related training	0.2	1.0	0.5	0.9	0.5	0.7	0.5	0.6
Most important reasons for taking training:								
To change occupational field	0.1	S	S	0.6	0.4	0.5	0.3	0.3
Further skills in occupational field	0.4	1.6	0.7	1.6	0.9	1.1	1.0	1.0
Licensure/certification	0.2	S	0.4	1.2	0.3	0.4	0.8	0.3
Increase opportunities	0.2	S	S	0.6	0.4	S	0.2	0.5
Learn skills for new position	0.2	0.8	S	0.7	0.5	0.5	0.3	0.6
Required or expected by employer	0.2	0.9	S	0.7	0.7	0.6	0.3	0.6
Other reasons	0.2	S	S	0.6	0.3	0.6	0.3	0.3

KEY: S = Suppressed due to too few cases in the estimate (fewer than 1,000 weighted cases).

NOTES: Standard errors are rounded to the nearest tenth. Survey of Doctorate Recipients includes persons who had earned a science and engineering research doctorate from an U.S. institution and resided in U.S. as of April 1999.

SOURCE: National Science Foundation/Division of Science Resources Statistics, 1999 Survey of Doctorate Recipients.